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ABSTRACT

This document compiles the one-page state "snapshot reports" for the 2002 National Assessment of Educational Progress (NAEP) writing assessment at grade 4. In 2002, 45 states and 5 other jurisdictions at grade 4 participated in the writing assessment. Two states at grade 4 did not meet minimum school participation guidelines for reporting their results in 2002. Each participating jurisdiction receives its own customized state report. Within each state report the overall scale score and achievement level results are provided, in addition to student subgroup results. The 2002 NAEP program included state-level assessments in reading and writing at grades 4 and 8, and national-level assessments in reading and writing at grades 4, 8, and 12. The state reports and their companion, "The Nation's Report Card: Writing Highlights 2002," provide a look at the main results of the NAEP 2002 writing assessment. (RS)

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ED 476 190

The Nation's Report Card: State Writing 2002 Reports for Grade 4.

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CS 512 271

The Nation's Report Card

State Writing 2002

Alabama
Grade 4
Public School

Snapshot Report

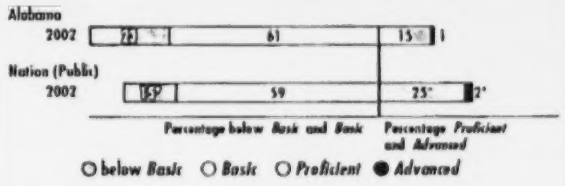
NCES 2003-537AL4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Alabama

- The average scale score for fourth-grade students in Alabama was 140.
- Alabama's average score (140) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Alabama were higher than those in 3 jurisdictions[2], not significantly different from those in 6 jurisdictions, and lower than those in 38 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 15 percent. The percentage of students who performed at or above the *Basic* level was 77 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Alabama

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	130 ↓	32 ↑	59	8 ↓	#
Female	49	151 ↓	14 ↑	64 ↑	21 ↓	1 ↓
White	61	146 ↓	18 ↑	62 ↑	19 ↓	1 ↓
Black	36	130 ↓	31 ↑	61	7 ↓	#
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	53	130 ↓	31 ↑	62	7 ↓	#
Not eligible	34	152 ↓	14 ↑	60	24 ↓	1 ↓
Information not available	13	150	15	62	22	1 ↓

Average Score Gaps Between Selected Groups

- Female students in Alabama had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Alabama.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Alabama	*117* ↓	*140* ↓	*163* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Alabama scored below *163*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Alabama. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Arizona
Grade 4
Public School

Snapshot Report

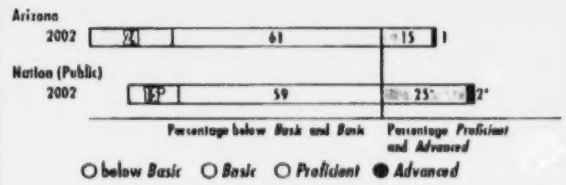
NCES 2003-532A24

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Arizona

- The average scale score for fourth-grade students in Arizona was 140.
- Arizona's average score (140) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Arizona were higher than those in 3 jurisdictions[2], not significantly different from those in 6 jurisdictions, and lower than those in 38 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 15 percent. The percentage of students who performed at or above the *Basic* level was 76 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Arizona

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	132 ↓	30 ↑	61	9 ↓	#
Female	49	148 ↓	18 ↑	60 ↑	21 ↓	1 ↓
White	50	149 ↓	15 ↑	63 ↑	20 ↓	1 ↓
Black	5	143	17	69	15	0
Hispanic	35	129 ↓	35 ↑	57	8 ↓	#
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	7	121 ↓	41 ↑	56	4 ↓	0
Free/reduced-priced school lunch						
Eligible	46	129 ↓	34 ↑	59	7 ↓	#
Not eligible	36	151 ↓	14 ↑	64 ↑	22 ↓	1 ↓
Information not available	18	147	20	59	21	1 ↓

Average Score Gaps Between Selected Groups

- Female students in Arizona had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was not found to be significantly different from that of Black students. White students had an average score that was higher than Black students in the Nation.
- White students had an average score that was higher than that of Hispanic students (20 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Arizona	*116* ↓	*140* ↓	*164* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Arizona scored below *164*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Arizona. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

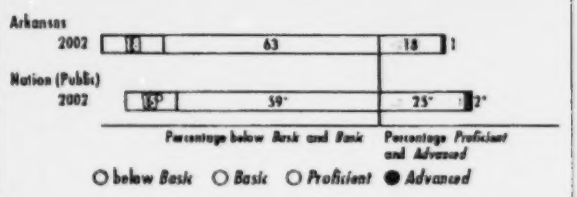
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Arkansas

- The average scale score for fourth-grade students in Arkansas was 145.
- Arkansas' average score (145) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Arkansas were higher than those in 6 jurisdictions[2], not significantly different from those in 13 jurisdictions, and lower than those in 28 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 19 percent. The percentage of students who performed at or above the *Basic* level was 82 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Arkansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	136 ↓	25 ↑	65	10 ↓	#
Female	51	154 ↓	12	61 ↑	26 ↓	1 ↓
White	69	151 ↓	13 ↑	64 ↑	22 ↓	1 ↓
Black	25	130 ↓	34 ↑	57	9 ↓	#
Hispanic	5	139	20	70	11	0
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	56	137	24	63	12 ↓	#
Not eligible	40	156 ↓	10	63 ↑	26 ↓	1 ↓
Information not available	3	146	22	55	21	2

Average Score Gaps Between Selected Groups

- Female students in Arkansas had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (12 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Arkansas	*123* ↓	*146* ↓	*169* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Arkansas scored below *169*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Arkansas. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

California
Grade 4
Public School

Snapshot Report

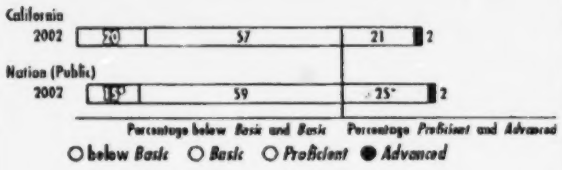
NCES 2003-532CA4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for California

- The average scale score for fourth-grade students in California was 146.
- California's average score (146) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in California were higher than those in 3 jurisdictions[2], not significantly different from those in 23 jurisdictions, and lower than those in 21 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. The percentage of students who performed at or above the *Basic* level was 80 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in California

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	136 ↓	27 ↑	60	13 ↓	1
Female	48	157	13	55	30	3
White	35	158	11	57	29	2
Black	7	138	27	59	14	1
Hispanic	46	135	28	58	13 ↓	1
Asian/Pacific Islander	10	164	8	54	35	3
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	46	134	29	59	12 ↓	#
Not eligible	37	162	10	54	33	3
Information not available	17	147	18	60	20	2

Average Score Gaps Between Selected Groups

- Female students in California had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (28 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
California	*121* ↓	*147* ↓	*173* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in California scored below *173*.

Percentage rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from California.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Connecticut
Grade 4
Public School

Snapshot Report

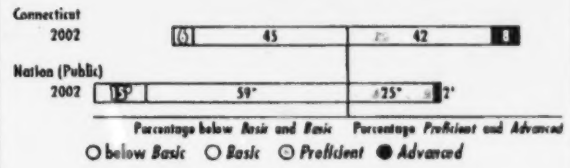
NCES 2003-532CT4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Connecticut

- The average scale score for fourth-grade students in Connecticut was 174.
- Connecticut's average score (174) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Connecticut were higher than those in 47 jurisdictions[2].
- The percentage of students who performed at or above the NAEP *Proficient* level was 49 percent. The percentage of students who performed at or above the *Basic* level was 94 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Connecticut

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	166 ↑	8 ↓	53 ↓	35 ↑	4 ↑
Female	48	184 ↑	3 ↓	36 ↓	49 ↑	12 ↑
White	72	182 ↑	3 ↓	39 ↓	48 ↑	10 ↑
Black	13	149 ↑	15 ↓	63	21 ↑	1
Hispanic	11	154 ↑	12 ↓	62	24	1
Asian/Pacific Islander	3	179 ↑	6	39	43	12
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	27	154 ↑	13 ↓	60	25 ↑	1
Not eligible	66	181 ↑	3 ↓	39 ↓	47 ↑	10 ↑
Information not available	6	186 ↑	4 ↓	33 ↓	52 ↑	12 ↑

Average Score Gaps Between Selected Groups

- Female students in Connecticut had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (33 points). This performance gap was wider than that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was wider than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (27 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Connecticut	*149* ↑	*175* ↑	*200* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Connecticut scored below *200*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Connecticut. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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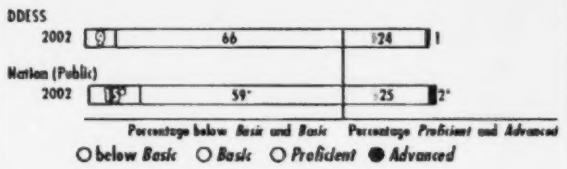
Overall Writing Results for DDESS

- The average scale score for fourth-grade students in DDESS was 156.
- DDESS' average score (156) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in DDESS were higher than those in 26 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 25 percent. The percentage of students who performed at or above the *Basic* level was 91 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in DDESS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	148 ↑	12 ↓	72 ↑	16	#
Female	50	163	6 ↓	60	33	1 ↓
White	40	160	8	63 ↑	28	1
Black	27	151 ↑	10 ↓	72 ↑	18	#
Hispanic	12	150 ↑	12 ↓	68	20	1
Asian/Pacific Islander	3	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	32	151 ↑	10 ↓	73 ↑	17	1
Not eligible	35	162	6 ↓	61	32	1
Information not available	33	153	12	65 ↑	23	1 ↓

Average Score Gaps Between Selected Groups

- Female students in DoDEA/DDESS had an average score that was higher than that of male students (15 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (9 points). This performance gap was narrower than that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (10 points). This performance gap was narrower than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (11 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
DoDEA/DDESS	*136* ↑	*156* ↑	*176*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in DoDEA/DDESS scored below *176*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from DoDEA/DDESS. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

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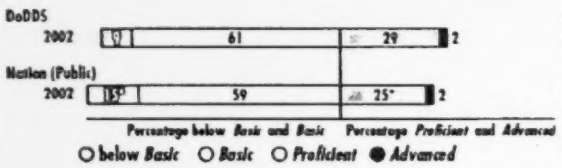
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for DoDDS

- The average scale score for fourth-grade students in DoDDS was 159.
- DoDDS' average score (159) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in DoDDS were higher than those in 34 jurisdictions[2], not significantly different from those in 10 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 30 percent. The percentage of students who performed at or above the *Basic* level was 91 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in DoDDS

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	150 ↑	12 ↓	68 ↑	19	1
Female	50	168 ↑	5 ↓	54	38 ↑	3
White	47	163 ↑	7 ↓	59	32	2
Black	15	150 ↑	13 ↓	67	19 ↑	1
Hispanic	7	152 ↑	11 ↓	65	24	1
Asian/Pacific Islander	7	163	6	60	31	3
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	8	154 ↑	10 ↓	64	25 ↑	1
Not eligible	25	161	8	59	31	2
Information not available	66	159	9 ↓	61	28	2

Average Score Gaps Between Selected Groups

- Female students in DoDEA/DoDDS had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (13 points). This performance gap was narrower than that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (10 points). This performance gap was narrower than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (7 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
DoDEA/DoDDS	*138* ↑	*160* ↑	*181* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in DoDEA/DoDDS scored below *181*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from DoDEA/DoDDS. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

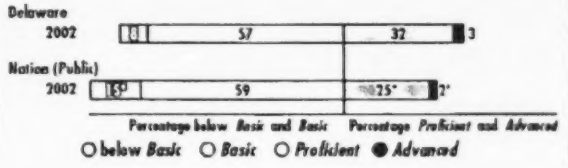
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Delaware

- The average scale score for fourth-grade students in Delaware was 163.
- Delaware's average score (163) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Delaware were higher than those in 44 jurisdictions[2], not significantly different from those in 1 jurisdiction, and lower than those in 2 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 35 percent. The percentage of students who performed at or above the *Basic* level was 92 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Delaware

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	154 ↑	12 ↓	63	24 ↑	1
Female	50	172 ↑	5 ↓	50 ↓	41 ↑	5 ↑
White	58	171 ↑	4 ↓	51 ↓	40 ↑	4 ↑
Black	33	150 ↑	14 ↓	65	20 ↑	1
Hispanic	6	148	16	64	19	#
Asian/Pacific Islander	2	181 ↑	2	41	47	9
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	38	149 ↑	14 ↓	66	19 ↑	1
Not eligible	60	171 ↑	4 ↓	51 ↓	41 ↑	4 ↑
Information not available	2	173 ↑	9	39 ↓	43 ↑	8

Average Score Gaps Between Selected Groups

- Female students in Delaware had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Delaware	*141* ↑	*164* ↑	*186* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Delaware scored below *186*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Delaware. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

District of Columbia
Grade 4
Public School

Snapshot Report

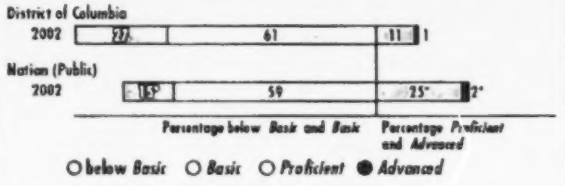
NCES 2003-532DC4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for District of Columbia

- The average scale score for fourth-grade students in District of Columbia was 135.
- District of Columbia's average score (135) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in District of Columbia were higher than those in 2 jurisdictions[2], and lower than those in 45 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 11 percent. The percentage of students who performed at or above the *Basic* level was 73 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in District of Columbia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	127 ↓	37 ↑	56 ↓	7 ↓	#
Female	51	143 ↓	18 ↑	66 ↑	14 ↓	1 ↓
White	4	183 ↑	5 ↓	31 ↓	55 ↑	9 ↑
Black	87	132 ↓	29 ↑	63	8 ↓	#
Hispanic	7	137	24	66	10	#
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	78	131 ↓	30 ↑	63	7 ↓	#
Not eligible	21	150 ↓	18 ↑	55	24 ↓	3
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in District of Columbia had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (51 points). This performance gap was wider than that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (46 points). This performance gap was wider than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
District of Columbia	*113* ↓	*134* ↓	*157* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in District of Columbia scored below *157*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from District of Columbia. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

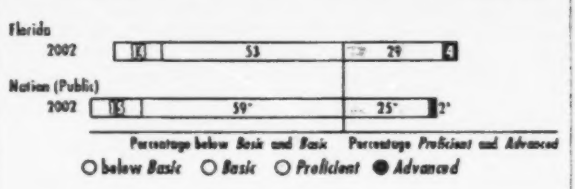
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Florida

- The average scale score for fourth-grade students in Florida was 158.
- Florida's average score (158) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Florida were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 33 percent. The percentage of students who performed at or above the *Basic* level was 86 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Florida

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	149 ↑	18	59	21 ↑	2
Female	49	168 ↑	9	48 ↓	37 ↑	6 ↑
White	51	165 ↑	9	52 ↓	34 ↑	5 ↑
Black	24	144 ↑	21	58	18 ↑	2
Hispanic	22	154 ↑	17 ↓	54	27 ↑	3 ↑
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	55	149 ↑	19 ↓	57 ↓	22 ↑	2 ↑
Not eligible	43	169 ↑	7	49 ↓	38 ↑	6 ↑
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Florida had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (11 points). This performance gap was narrower than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Florida	*131*	*159* ↑	*185* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Florida scored below *185*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Florida. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Georgia
Grade 4
Public School

Snapshot Report

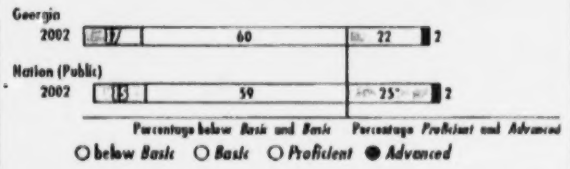
NCES 2003-537 GA4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Georgia

- The average scale score for fourth-grade students in Georgia was 149.
- Georgia's average score (149) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Georgia were higher than those in 13 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. The percentage of students who performed at or above the *Basic* level was 83 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Georgia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	141 ↓	23	60	15	1
Female	49	158 ↓	10	59	28 ↓	2
White	53	157	12	58	28	2
Black	38	138	24	62	12	1
Hispanic	5	136	26	61	13	#
Asian/Pacific Islander	3	171	3	55	37	4
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	47	138	25	61	13	1
Not eligible	50	160	9	58	30	3
Information not available	3	139 ↓	20	70 ↑	10 ↓	#

Average Score Gaps Between Selected Groups

- Female students in Georgia had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Georgia	*125* ↓	*149* ↓	*174* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Georgia scored below *174*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Georgia. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Snapshot Report

Guam
Grade 4
Public School

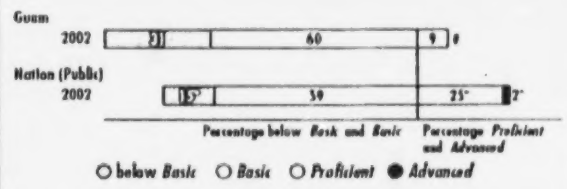
NCES 2003-532GU4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Guam

- The average scale score for fourth-grade students in Guam was 131.
- Guam's average score (131) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Guam were higher than those in 1 jurisdiction, and lower than those in 46 jurisdictions[2].
- The percentage of students who performed at or above the NAEP *Proficient* level was 9 percent. The percentage of students who performed at or above the *Basic* level was 69 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Guam

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	123 ↓	39 ↑	56	5 ↓	#
Female	48	141 ↓	21 ↑	64 ↑	14 ↓	#
White	1	—	—	—	—	—
Black	#	—	—	—	—	—
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	98	131 ↓	31 ↑	60 ↑	9 ↓	#
American Indian/Alaska Native	0	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	61	125 ↓	37 ↑	57 ↓	5 ↓	#
Not eligible	39	141 ↓	20 ↑	65 ↑	15 ↓	1 ↓
Information not available	0	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Guam had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in Guam.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in Guam.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Guam	*110* ↓	*131* ↓	*154* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Guam scored below *154*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Guam. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Hawaii
Grade 4
Public School

Snapshot Report

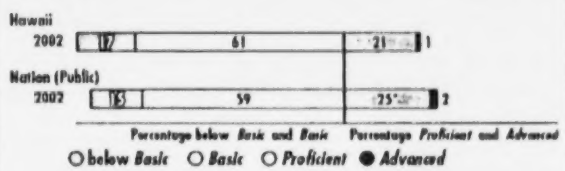
NCES 2003-532H(4)

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Hawaii

- The average scale score for fourth-grade students in Hawaii was 149.
- Hawaii's average score (149) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Hawaii were higher than those in 13 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 22 percent. The percentage of students who performed at or above the *Basic* level was 83 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Hawaii

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	141 ↓	23	62	15	1
Female	49	158 ↓	10	61 ↑	27 ↓	2
White	17	152 ↓	13	63	23 ↓	1 ↓
Black	3	147	19	60	20	1
Hispanic	3	145	19	62	17	1
Asian/Pacific Islander	63	148 ↓	18 ↑	61 ↑	20 ↓	1 ↓
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	47	139	24	62	14	#
Not eligible	52	158 ↓	10	61 ↑	27 ↓	2
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Hawaii had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was not found to be significantly different from that of Black students. White students had an average score that was higher than Black students in the Nation.
- White students had an average score that was not found to be significantly different from that of Hispanic students. White students had an average score that was higher than Hispanic students in the Nation.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Hawaii	*125* ↓	*150* ↓	*173* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Hawaii scored below *173*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Hawaii. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Idaho
Grade 4
Public School

Snapshot Report

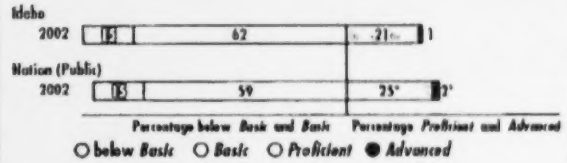
NCES 2003-532104

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Idaho

- The average scale score for fourth-grade students in Idaho was 150.
- Idaho's average score (150) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Idaho were higher than those in 13 jurisdictions[2], not significantly different from those in 13 jurisdictions, and lower than those in 21 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 22 percent. The percentage of students who performed at or above the *Basic* level was 85 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Idaho

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	142	20	67	13 ↓	#
Female	47	159	10	58	30	2
White	85	152 ↓	14 ↑	62 ↓	23 ↓	1 ↓
Black	1	—	—	—	—	—
Hispanic	11	138	22	68	9 ↓	1
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	2	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	45	140	21	65	13	#
Not eligible	47	157 ↓	11	60 ↑	27 ↓	2 ↓
Information not available	9	161	9	59	30	2

Average Score Gaps Between Selected Groups

- Female students in Idaho had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Idaho.
- White students had an average score that was higher than that of Hispanic students (14 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Idaho	*127*	*150*	*173* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Idaho scored below *173*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Idaho. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Indiana
Grade 4
Public School

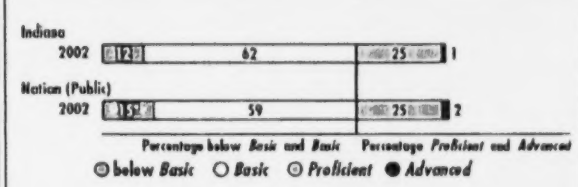
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Indiana

- The average scale score for fourth-grade students in Indiana was 154.
- Indiana's average score (154) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Indiana were higher than those in 24 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 7 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 26 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Indiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	144	18	65	16	#
Female	50	163	7 ↓	58	33	3
White	80	157 ↓	11	61 ↑	27	2 ↓
Black	13	138	22	66	11	#
Hispanic	4	144	21	62	17	#
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	33	141	21	65	14	#
Not eligible	60	160 ↓	9	60 ↑	29 ↓	2 ↓
Information not available	7	167 ↑	6 ↓	55	37	2

Average Score Gaps Between Selected Groups

- Female students in Indiana had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (18 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (13 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Indiana	*131* ↑	*154*	*177*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Indiana scored below *177*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Indiana. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Iowa
Grade 4
Public School

Snapshot Report

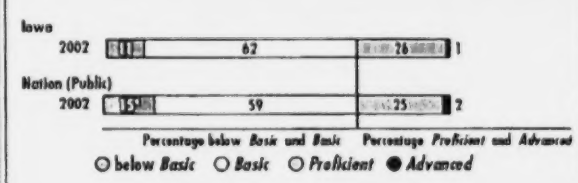
NCES 2003-534

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Iowa

- The average scale score for fourth-grade students in Iowa was 155.
- Iowa's average score (155) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Iowa were higher than those in 25 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Iowa

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	144	17	69 ↑	14 ↓	#
Female	48	166 ↑	6 ↓	54	38 ↑	2
White	86	156 ↓	10	62 ↑	27	1 ↓
Black	6	146	22	58	18	3
Hispanic	4	139	21	66	13	#
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	30	142	20	66	14	#
Not eligible	70	160 ↓	8	60 ↑	30	2 ↓
Information not available	#	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Iowa had an average score that was higher than that of male students (23 points). This performance gap was wider than that of the Nation (18 points).
- White students had an average score that was not found to be significantly different from that of Black students. White students had an average score that was higher than Black students in the Nation.
- White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Iowa	*132*	*156*	*178*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Iowa scored below *178*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Iowa. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Kansas
Grade 4
Public School

Snapshot Report

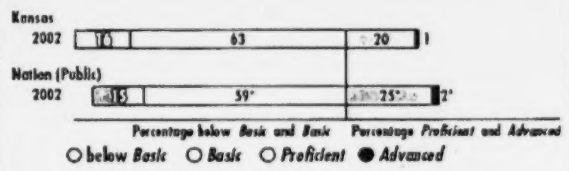
NCES 2003-532S

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing--three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Kansas

- The average scale score for fourth-grade students in Kansas was 149.
- Kansas' average score (149) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Kansas were higher than those in 9 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 21 percent. The percentage of students who performed at or above the *Basic* level was 84 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Kansas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	141	22	64	14	#
Female	51	156 ↓	11	62 ↑	26 ↓	2 ↓
White	78	152 ↓	14 ↑	62	23 ↓	1 ↓
Black	8	134	27	65	9	0
Hispanic	10	137	24	65	10	1
Asian/Pacific Islander	2	---	---	---	---	---
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	43	137 ↓	25	64	11 ↓	#
Not eligible	56	158 ↓	9	62 ↑	27 ↓	2 ↓
Information not available	#	---	---	---	---	---

Average Score Gaps Between Selected Groups

- Female students in Kansas had an average score that was higher than that of male students (15 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (18 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (15 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Kansas	*126*	*149*	*172* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Kansas scored below *172*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Kansas. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Kentucky
Grade 4
Public School

Snapshot Report

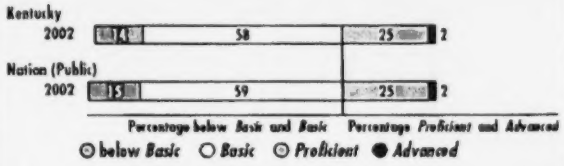
NCES 2003-532KY4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Kentucky

- The average scale score for fourth-grade students in Kentucky was 154.
- Kentucky's average score (154) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Kentucky were higher than those in 24 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. The percentage of students who performed at or above the *Basic* level was 86 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Kentucky

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	144	21	62	17	1
Female	50	165	8 ↓	55	33	4
White	86	156 ↓	14 ↑	58	26 ↓	3
Black	12	143	21	64	14	1
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	48	144	20	62	16	1
Not eligible	50	165	8	54	34	4
Information not available	2	135 ↓	26	64	10 ↓	0

Average Score Gaps Between Selected Groups

- Female students in Kentucky had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (13 points). This performance gap was narrower than that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Kentucky.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Kentucky	*129*	*154*	*179*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Kentucky scored below *179*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Kentucky. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Louisiana
Grade 4
Public School

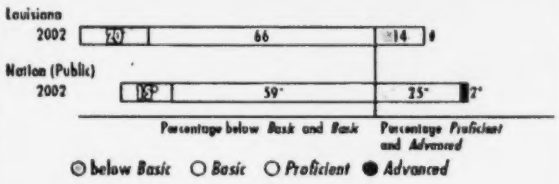
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Louisiana

- The average scale score for fourth-grade students in Louisiana was 142.
- Louisiana's average score (142) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Louisiana were higher than those in 3 jurisdictions[2], not significantly different from those in 9 jurisdictions, and lower than those in 35 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 14 percent. The percentage of students who performed at or above the *Basic* level was 80 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Louisiana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	137 ↓	24	65	11 ↓	#
Female	48	147 ↓	15 ↑	68 ↑	17 ↓	#
White	46	151 ↓	12	67 ↑	20 ↓	1 ↓
Black	51	133 ↓	27	65	7 ↓	#
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	61	135 ↓	26	66	8 ↓	#
Not eligible	31	156 ↓	9	66 ↑	25 ↓	1 ↓
Information not available	8	143 ↓	16	72 ↑	12 ↓	#

Average Score Gaps Between Selected Groups

- Female students in Louisiana had an average score that was higher than that of male students (10 points). This performance gap was narrower than that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (18 points). This performance gap was not significantly different from that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Louisiana.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Louisiana	*121* ↓	*143* ↓	*164* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Louisiana scored below *164*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Louisiana. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Maine
Grade 4
Public School

Snapshot Report

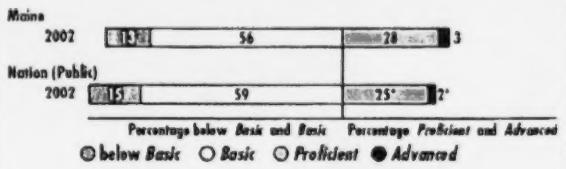
NCES 2003-532ME4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Maine

- The average scale score for fourth-grade students in Maine was 158.
- Maine's average score (158) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Maine were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 87 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Maine

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	147	18	62	19	1
Female	49	169 ↑	7 ↓	50 ↓	38 ↑	5 ↑
White	96	158	12	56	28	3
Black	2	—	—	—	—	—
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	31	142	23	60	17	1
Not eligible	63	165	8	54	34	4
Information not available	6	167 ↑	7	53	35	5

Average Score Gaps Between Selected Groups

- Female students in Maine had an average score that was higher than that of male students (22 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Maine.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Maine.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Maine	*133* ↑	*158* ↑	*183* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Maine scored below *183*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Maine. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

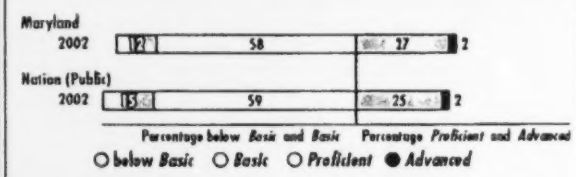
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Maryland

- The average scale score for fourth-grade students in Maryland was 157.
- Maryland's average score (157) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Maryland were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 30 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Maryland

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	48	148 ↑	17	62	20	1
Female	52	165	8	54	35	4
White	52	165 ↑	8	53	35 ↑	4
Black	37	144 ↑	19	64	17	#
Hispanic	5	149	15	65	20	#
Asian/Pacific Islander	4	170	6	50	38	6
American Indian/Alaska Native	1	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	39	145	19	63	17	1
Not eligible	58	164	8	54	34	3
Information not available	3	165	8	54	38	1

Average Score Gaps Between Selected Groups

- Female students in Maryland had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Maryland	*132* ↑	*157* ↑	*181*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Maryland scored below *181*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Maryland. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

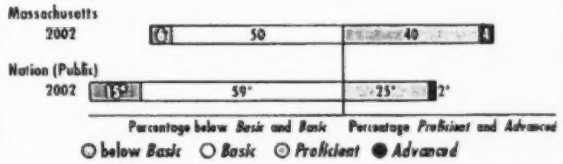
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Massachusetts

- The average scale score for fourth-grade students in Massachusetts was 170.
- Massachusetts' average score (170) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Massachusetts were higher than those in 46 jurisdictions[2], and lower than those in 1 jurisdiction.
- The percentage of students who performed at or above the NAEP *Proficient* level was 44 percent. The percentage of students who performed at or above the *Basic* level was 94 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Massachusetts

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	162 ↑	8 ↓	58	32 ↑	2 ↑
Female	48	178 ↑	4 ↓	42 ↓	47 ↑	7 ↑
White	78	175 ↑	3 ↓	47 ↓	44 ↑	5 ↑
Black	8	151 ↑	13 ↓	65	21 ↑	1
Hispanic	8	142	20	66	14	#
Asian/Pacific Islander	5	168	5	52	39	4
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	27	151 ↑	13 ↓	65	21 ↑	1
Not eligible	67	177 ↑	3 ↓	45 ↓	47 ↑	5 ↑
Information not available	6	174 ↑	4 ↓	47	40	8

Average Score Gaps Between Selected Groups

- Female students in Massachusetts had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (33 points). This performance gap was wider than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Massachusetts	*147* ↑	*171* ↑	*193* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Massachusetts scored below *193*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Massachusetts. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Michigan
Grade 4
Public School

Snapshot Report

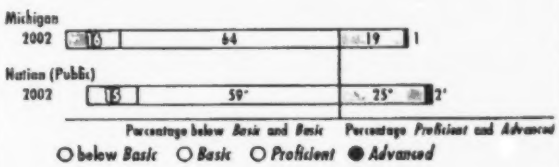
NCES 2003-532MI4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Michigan

- The average scale score for fourth-grade students in Michigan was 147.
- Michigan's average score (147) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Michigan were higher than those in 9 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 19 percent. The percentage of students who performed at or above the *Basic* level was 84 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Michigan

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	138 ↓	22	67 ↑	11 ↓	#
Female	49	156 ↓	11	61 ↑	27 ↓	1 ↓
White	72	152 ↓	12	65 ↑	22 ↓	1 ↓
Black	20	131 ↓	30	61	8 ↓	#
Hispanic	4	139	23	66	11	1
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	2	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	38	134 ↓	27	65	8 ↓	#
Not eligible	57	157 ↓	9	63 ↑	26 ↓	1 ↓
Information not available	5	141 ↓	18	70 ↑	12 ↓	0

Average Score Gaps Between Selected Groups

- Female students in Michigan had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (21 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (13 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (23 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Michigan	*125* ↓	*147* ↓	*170* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Michigan scored below *170*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Michigan. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

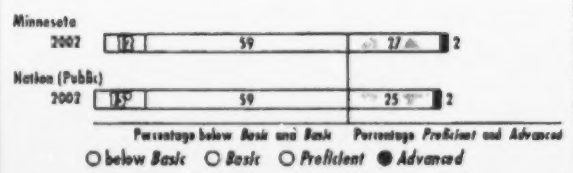
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Minnesota

- The average scale score for fourth-grade students in Minnesota was 156.
- Minnesota's average score (156) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Minnesota were higher than those in 26 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Minnesota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	147	16 ↓	65	18	1
Female	49	165 ↑	8	53	36 ↑	3
White	82	159	9	59	29	2
Black	6	136	26	62	12	1
Hispanic	4	129	35	56	8 ↓	0
Asian/Pacific Islander	4	153	18	57	19	6
American Indian/Alaska Native	4	143	24	56	19	1
Free/reduced-priced school lunch						
Eligible	29	147 ↑	18	60	20 ↑	1
Not eligible	58	161	9	58	30	3
Information not available	14	153	13	62	25	1

Average Score Gaps Between Selected Groups

- Female students in Minnesota had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (23 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (30 points). This performance gap was wider than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (13 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Minnesota	*133* ↑	*156* ↑	*180*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Minnesota scored below *180*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Minnesota. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Mississippi
Grade 4
Public School

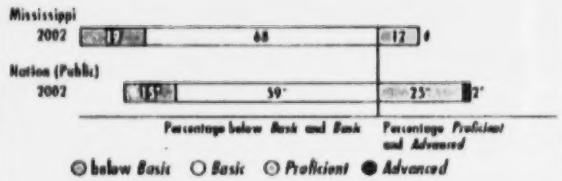
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Mississippi

- The average scale score for fourth-grade students in Mississippi was 141.
- Mississippi's average score (141) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Mississippi were higher than those in 3 jurisdictions[2], not significantly different from those in 7 jurisdictions, and lower than those in 37 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 13 percent. The percentage of students who performed at or above the *Basic* level was 81 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Mississippi

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	134 ↓	25 ↑	67 ↑	8 ↓	#
Female	50	149 ↓	13	70 ↑	17 ↓	#
White	47	151 ↓	11	70 ↑	19 ↓	#
Black	52	132 ↓	27	67	6 ↓	0
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	65	135 ↓	24	69 ↑	8 ↓	#
Not eligible	25	157 ↓	7	67 ↑	26 ↓	1 ↓
Information not available	10	141 ↓	19	70 ↑	11 ↓	#

Average Score Gaps Between Selected Groups

- Female students in Mississippi had an average score that was higher than that of male students (14 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Mississippi.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Mississippi	*121* ↓	*141* ↓	*162* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Mississippi scored below *162*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Mississippi. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Missouri
Grade 4
Public School

Snapshot Report

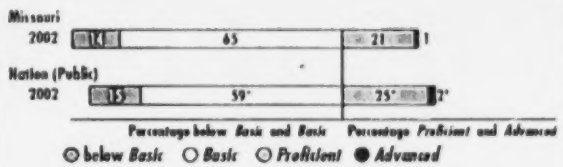
NCES 2003-530MO4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Missouri

- The average scale score for fourth-grade students in Missouri was 151.
- Missouri's average score (151) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Missouri were higher than those in 13 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 18 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 22 percent. The percentage of students who performed at or above the *Basic* level was 86 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Missouri

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	141	20	68 ↑	12 ↓	#
Female	50	160	8	61 ↑	30	2
White	79	153 ↓	12	64 ↑	23 ↓	1 ↓
Black	17	138	22	67	10	1
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	41	139	21	68 ↑	11 ↓	#
Not eligible	56	158 ↓	9	62 ↑	27 ↓	2 ↓
Information not available	3	159	11	55	33	1

Average Score Gaps Between Selected Groups

- Female students in Missouri had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (15 points). This performance gap was not significantly different from that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Missouri.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Missouri	*128*	*151*	*173* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Missouri scored below *173*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Missouri. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

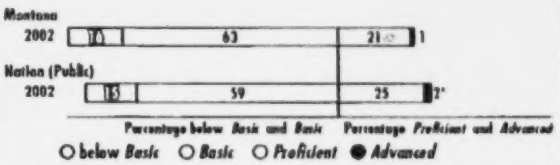
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Montana

- The average scale score for fourth-grade students in Montana was 149.
- Montana's average score (149) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Montana were higher than those in 9 jurisdictions[2], not significantly different from those in 21 jurisdictions, and lower than those in 17 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 22 percent. The percentage of students who performed at or above the *Basic* level was 84 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Montana

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	141	21	66	13 ↓	#
Female	49	157	10	60	29	2
White	86	151 ↓	14	62 ↑	22 ↓	1 ↓
Black	1	—	—	—	—	—
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	10	133	29	64	8	0
Free/reduced-priced school lunch						
Eligible	38	139	24	61	14	1
Not eligible	57	157 ↓	10	63 ↑	26 ↓	1 ↓
Information not available	5	141	17	71	12	0

Average Score Gaps Between Selected Groups

- Female students in Montana had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Montana.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Montana.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (18 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Montana	*127*	*151*	*172* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Montana scored below *172*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Montana. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Nebraska
Grade 4
Public School

Snapshot Report

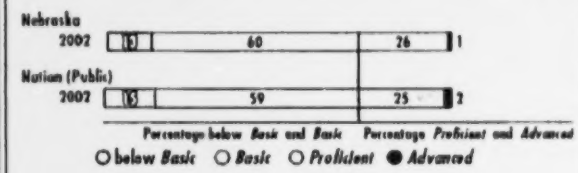
NCES 2003-532NEB

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Nebraska

- The average scale score for fourth-grade students in Nebraska was 154.
- Nebraska's average score (154) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Nebraska were higher than those in 22 jurisdictions[2], not significantly different from those in 19 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 27 percent. The percentage of students who performed at or above the *Basic* level was 87 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Nebraska

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	144	18	66	16	#
Female	50	164	7	54	36	3
White	82	158	10	60	29	2
Black	6	139	24	60	16	0
Hispanic	8	137	24	66	9	1
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	3	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	40	143	21	62	16	#
Not eligible	56	162	7	59	32	2
Information not available	4	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Nebraska had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (21 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (20 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Nebraska	*132*	*155*	*178*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Nebraska scored below *178*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Nebraska. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Nevada
Grade 4
Public School

Snapshot Report

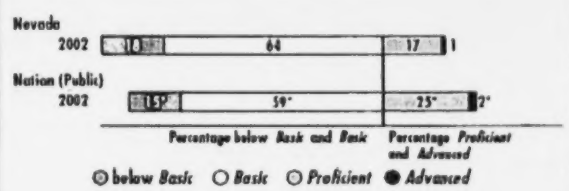
NCES 2003-532NV4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Nevada

- The average scale score for fourth-grade students in Nevada was 145.
- Nevada's average score (145) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Nevada were higher than those in 6 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 29 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 18 percent. The percentage of students who performed at or above the *Basic* level was 82 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Nevada

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	135 ↓	26 ↑	65	9 ↓	#
Female	51	155 ↓	11	64 ↑	25 ↓	1 ↓
White	53	152 ↓	13 ↑	65 ↑	22 ↓	1 ↓
Black	11	133 ↓	29	62	9	#
Hispanic	28	135	26	64	10 ↓	#
Asian/Pacific Islander	6	159 ↓	7	61	30	2
American Indian/Alaska Native	2	133	28	62	11	0
Free/reduced-priced school lunch						
Eligible	38	136 ↓	25	64	10 ↓	#
Not eligible	56	151 ↓	13 ↑	64 ↑	22 ↓	1 ↓
Information not available	6	146	18	63	19	1 ↓

Average Score Gaps Between Selected Groups

- Female students in Nevada had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (16 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (15 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Nevada	*123* ↓	*146* ↓	*168* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Nevada scored below *168*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Nevada. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

New Mexico
Grade 4
Public School

Snapshot Report

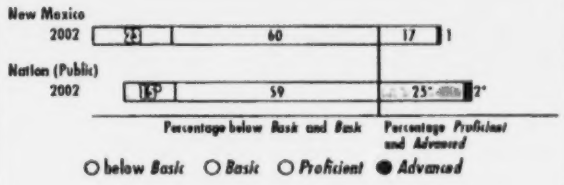
NCES 2003-532NM4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for New Mexico

- The average scale score for fourth-grade students in New Mexico was 142.
- New Mexico's average score (142) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in New Mexico were higher than those in 3 jurisdictions[2], not significantly different from those in 10 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 18 percent. The percentage of students who performed at or above the *Basic* level was 77 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in New Mexico

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	53	134 ↓	29 ↑	60	11 ↓	#
Female	47	151 ↓	16 ↑	60	23 ↓	1 ↓
White	35	151 ↓	15 ↑	60	24 ↓	1 ↓
Black	2	—	—	—	—	—
Hispanic	47	139	25	61	14	1
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	13	126 ↓	36 ↑	58	6 ↓	0
Free/reduced-priced school lunch						
Eligible	56	136 ↓	27	61	12	#
Not eligible	29	157 ↓	11	59	28	2
Information not available	15	136 ↓	29 ↑	57	13 ↓	1

Average Score Gaps Between Selected Groups

- Female students in New Mexico had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in New Mexico.
- White students had an average score that was higher than that of Hispanic students (13 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
New Mexico	*118* ↓	*142* ↓	*166* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in New Mexico scored below *166*.

Percentage rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from New Mexico.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

New York
Grade 4
Public School

Snapshot Report

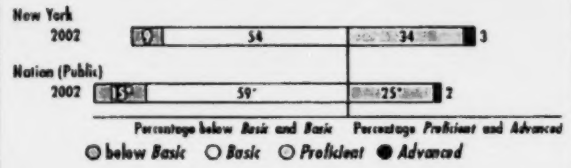
NCES 2002 532NY4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for New York

- The average scale score for fourth-grade students in New York was 163.
- New York's average score (163) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in New York were higher than those in 42 jurisdictions[2], not significantly different from those in 3 jurisdictions, and lower than those in 2 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 37 percent. The percentage of students who performed at or above the *Basic* level was 91 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in New York

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	156 ↑	12 ↓	58	28 ↑	2
Female	49	170 ↑	6 ↓	50 ↓	40 ↑	4
White	54	172 ↑	4 ↓	49 ↓	42 ↑	4
Black	19	148 ↑	16 ↓	63	20 ↑	1
Hispanic	21	149	16	61	22	1
Asian/Pacific Islander	6	176	4	44	47	5
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	44	150 ↑	16 ↓	61	22 ↑	1
Not eligible	49	172 ↑	4 ↓	49 ↓	43 ↑	4
Information not available	7	175 ↑	5 ↓	43	46 ↑	6

Average Score Gaps Between Selected Groups

- Female students in New York had an average score that was higher than that of male students (14 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (24 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
New York	*139* ↑	*164* ↑	*187* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in New York scored below *187*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from New York. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

North Carolina
Grade 4
Public School

Snapshot Report

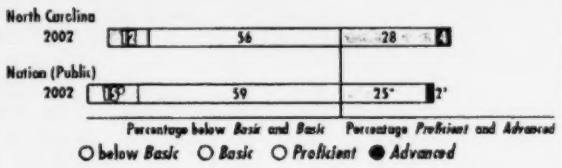
NCES 2003-532NC

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for North Carolina

- The average scale score for fourth-grade students in North Carolina was 159.
- North Carolina's average score (159) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in North Carolina were higher than those in 30 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 3 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in North Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	151 ↑	16 ↓	59	23 ↑	2 ↑
Female	50	167 ↑	8	53	34	5 ↑
White	58	167 ↑	8 ↓	52 ↓	34 ↑	6 ↑
Black	31	147 ↑	18 ↓	62	19 ↑	1
Hispanic	6	145	21	59	19	1
Asian/Pacific Islander	2	161	14	46	34	6
American Indian/Alaska Native	2	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	49	146 ↑	19	61	19 ↑	1
Not eligible	47	172 ↑	5 ↓	49 ↓	38 ↑	7 ↑
Information not available	4	159	10	59	28	3

Average Score Gaps Between Selected Groups

- Female students in North Carolina had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
North Carolina	*133*	*159* ↑	*184* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in North Carolina scored below *184*.

Percentage rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from North Carolina.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

North Dakota
Grade 4
Public School

Snapshot Report

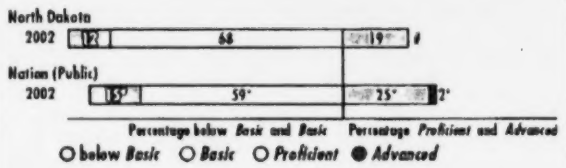
NCES 2003-532ND04

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for North Dakota

- The average scale score for fourth-grade students in North Dakota was 150.
- North Dakota's average score (150) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in North Dakota were higher than those in 13 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 20 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in North Dakota

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	142	16	72 ↑	11 ↓	#
Female	50	158 ↓	8	64 ↑	27 ↓	1 ↓
White	88	152 ↓	11	68 ↑	20 ↓	#
Black	1	—	—	—	—	—
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	8	137	24	66	10	#
Free/reduced-priced school lunch						
Eligible	31	142	18	68	13	#
Not eligible	66	154 ↓	9	68 ↑	22 ↓	#
Information not available	2	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in North Dakota had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in North Dakota.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in North Dakota.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (11 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
North Dakota	*130*	*150*	*171* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in North Dakota scored below *171*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from North Dakota. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

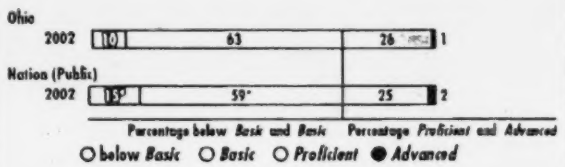
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Ohio

- The average scale score for fourth-grade students in Ohio was 157.
- Ohio's average score (157) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Ohio were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 28 percent. The percentage of students who performed at or above the *Basic* level was 90 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Ohio

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	150 ↑	13 ↓	67 ↑	19	1
Female	50	164	6 ↓	59	33	2
White	76	162	7 ↓	61 ↑	31	2
Black	20	140	20	68	11	#
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	32	143	18 ↓	69 ↑	14	#
Not eligible	61	164	5 ↓	60	33	2
Information not available	7	158	8	64	26	2

Average Score Gaps Between Selected Groups

- Female students in Ohio had an average score that was higher than that of male students (14 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (22 points). This performance gap was not significantly different from that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Ohio.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Ohio	*135* ↑	*157* ↑	*179*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Ohio scored below *179*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Ohio. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
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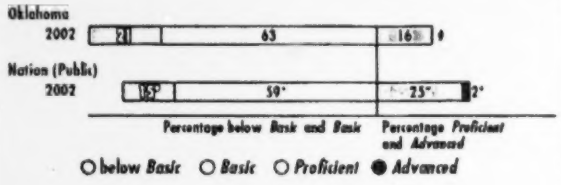
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Oklahoma

- The average scale score for fourth-grade students in Oklahoma was 142.
- Oklahoma's average score (142) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Oklahoma were higher than those in 3 jurisdictions[2], not significantly different from those in 10 jurisdictions, and lower than those in 34 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 16 percent. The percentage of students who performed at or above the *Basic* level was 79 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Oklahoma

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	135 ↓	26 ↑	63	10 ↓	#
Female	49	150 ↓	15 ↑	63 ↑	22 ↓	1 ↓
White	59	148 ↓	16 ↑	64 ↑	20 ↓	1 ↓
Black	11	128 ↓	36 ↑	55 ↓	8	#
Hispanic	8	130 ↓	31	62	7 ↓	0
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	18	137	25	64	11	#
Free/reduced-priced school lunch						
Eligible	55	136 ↓	27	62	11 ↓	#
Not eligible	42	152 ↓	12 ↑	65 ↑	22 ↓	1 ↓
Information not available	3	133	35	48	17	1

Average Score Gaps Between Selected Groups

- Female students in Oklahoma had an average score that was higher than that of male students (14 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (20 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (17 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Oklahoma	*120* ↓	*142* ↓	*165* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Oklahoma scored below *165*.

Percentage rounds to zero.
--- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Oklahoma.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Oregon
Grade 4
Public School

Snapshot Report

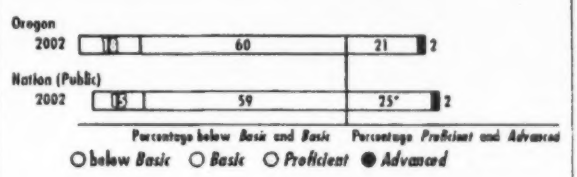
NCES 2003-532OR4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Oregon

- The average scale score for fourth-grade students in Oregon was 149.
- Oregon's average score (149) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Oregon were higher than those in 9 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 22 percent. The percentage of students who performed at or above the *Basic* level was 82 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Oregon

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	139 ↓	25 ↑	60	14	1
Female	50	158	10	60	28	2
White	78	151 ↓	16 ↑	60	22 ↓	2 ↓
Black	3	139	27	60	13	#
Hispanic	11	132 ↓	31	60	9 ↓	#
Asian/Pacific Islander	5	165	10	51	34	5
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	38	138	25	62	13	1
Not eligible	48	158 ↓	12 ↑	58	28	3
Information not available	13	146 ↓	19	63	17 ↓	1 ↓

Average Score Gaps Between Selected Groups

- Female students in Oregon had an average score that was higher than that of male students (19 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was not found to be significantly different from that of Black students. White students had an average score that was higher than Black students in the Nation.
- White students had an average score that was higher than that of Hispanic students (19 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Oregon	*124*	*149* ↓	*173* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Oregon scored below *173*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Oregon. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Pennsylvania
Grade 4
Public School

Snapshot Report

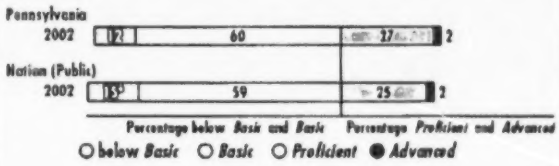
NCES 2003-532PA4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Pennsylvania

- The average scale score for fourth-grade students in Pennsylvania was 156.
- Pennsylvania's average score (156) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Pennsylvania were higher than those in 26 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 5 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. The percentage of students who performed at or above the *Basic* level was 88 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Pennsylvania

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	148 ↑	16 ↓	64	19	1
Female	49	164	7 ↓	56	34	3
White	77	161	8 ↓	58	31	2
Black	17	135	25	66	9 ↓	#
Hispanic	4	136	28	63	8 ↓	1
Asian/Pacific Islander	2	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	34	137	22	67	10 ↓	#
Not eligible	63	166	6 ↓	56	36	3
Information not available	3	162	7	60	29	4

Average Score Gaps Between Selected Groups

- Female students in Pennsylvania had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (25 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (28 points). This performance gap was wider than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Pennsylvania	*132* ↑	*156*	*180*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Pennsylvania scored below *180*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Pennsylvania. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

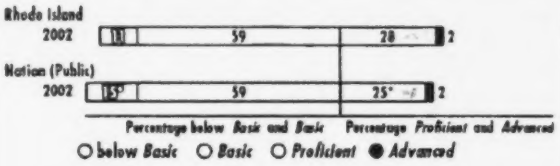
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Rhode Island

- The average scale score for fourth-grade students in Rhode Island was 157.
- Rhode Island's average score (157) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Rhode Island were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 30 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Rhode Island

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	150 ↑	15 ↓	63	21 ↑	1
Female	48	166 ↑	7 ↓	54	36	4
White	73	164 ↑	8 ↓	55	34 ↑	3
Black	9	141	20	67	12	1
Hispanic	13	136	22	69 ↑	9 ↓	#
Asian/Pacific Islander	3	150 ↓	13	65 ↑	21 ↓	#
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	33	141	20	66	13	#
Not eligible	54	169 ↑	5 ↓	52	39 ↑	4
Information not available	13	151	13	64	22	1

Average Score Gaps Between Selected Groups

- Female students in Rhode Island had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (23 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (28 points). This performance gap was wider than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (28 points). This performance gap was wider than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Rhode Island	*134* ↑	*158* ↑	*182* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Rhode Island scored below *182*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Rhode Island. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

South Carolina
Grade 4
Public School

Snapshot Report

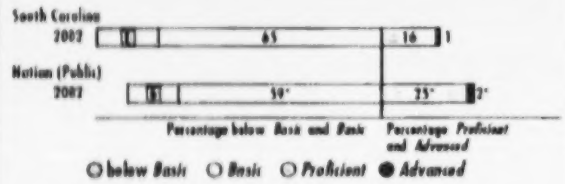
NCES 2003-535SC4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for South Carolina

- The average scale score for fourth-grade students in South Carolina was 145.
- South Carolina's average score (145) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in South Carolina were higher than those in 5 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 28 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 17 percent. The percentage of students who performed at or above the *Basic* level was 82 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in South Carolina

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	136 ↓	25	65	10 ↓	#
Female	49	154 ↓	11	64 ↑	24 ↓	1 ↓
White	55	153 ↓	13	64 ↑	22 ↓	1 ↓
Black	42	135 ↓	25	66	9 ↓	#
Hispanic	2	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	54	136 ↓	24	66	10 ↓	#
Not eligible	40	155 ↓	11	63 ↑	24 ↓	2 ↓
Information not available	5	158	8	65	25	1

Average Score Gaps Between Selected Groups

- Female students in South Carolina had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (17 points). This performance gap was not significantly different from that of the Nation (20 points).
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in South Carolina.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
South Carolina	*123* ↓	*145* ↓	*167* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in South Carolina scored below *167*.

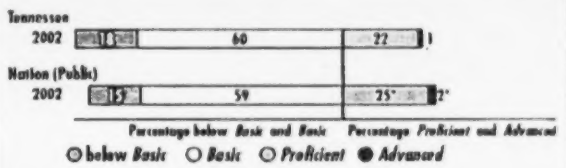
Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from South Carolina. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Tennessee

- The average scale score for fourth-grade students in Tennessee was 149.
- Tennessee's average score (149) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Tennessee were higher than those in 10 jurisdictions[2], not significantly different from those in 15 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. The percentage of students who performed at or above the *Basic* level was 82 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Tennessee

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	140 ↓	24	62	14 ↓	#
Female	50	158 ↓	11	57	29	2 ↓
White	73	153 ↓	14 ↑	60	25 ↓	1 ↓
Black	23	135 ↓	29 ↑	60	11	#
Hispanic	2	139	25	61	14	0
Asian/Pacific Islander	1	---	---	---	---	---
American Indian/Alaska Native	#	---	---	---	---	---
Free/reduced-priced school lunch						
Eligible	45	139	24	62	13	#
Not eligible	50	158 ↓	11 ↑	58	29 ↓	2
Information not available	5	146	17	65	17	1

Average Score Gaps Between Selected Groups

- Female students in Tennessee had an average score that was higher than that of male students (18 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (19 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (15 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (19 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

	Scale Score Distribution 25th Percentile	50th Percentile	75th Percentile
Tennessee	*125*	*150*	*173* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Tennessee scored below *173*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Tennessee. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

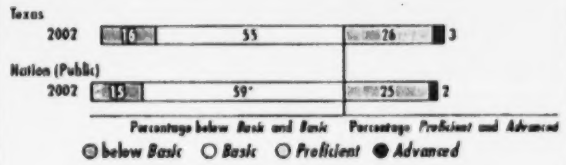
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Texas

- The average scale score for fourth-grade students in Texas was 154.
- Texas' average score (154) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Texas were higher than those in 20 jurisdictions[2], not significantly different from those in 21 jurisdictions, and lower than those in 6 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. The percentage of students who performed at or above the *Basic* level was 84 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Texas

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	145	21	59	19	1
Female	49	163	11	52 ↓	32	5
White	36	168 ↑	8	49 ↓	36 ↑	6 ↑
Black	18	142	22	61	16	1
Hispanic	41	145	22	58	19	1
Asian/Pacific Islander	3	176 ↑	2	49	42	7
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	58	147 ↑	20	58 ↓	20 ↑	2
Not eligible	37	164	11	51	33	5
Information not available	5	160	14	51	29	5

Average Score Gaps Between Selected Groups

- Female students in Texas had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (26 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (23 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (17 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Texas	*127*	*154*	*181*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Texas scored below *181*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Texas. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

Utah
Grade 4
Public School

Snapshot Report

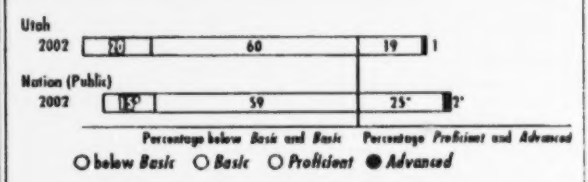
NCES 2003-529

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Utah

- The average scale score for fourth-grade students in Utah was 145.
- Utah's average score (145) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Utah were higher than those in 7 jurisdictions[2], not significantly different from those in 12 jurisdictions, and lower than those in 28 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 20 percent. The percentage of students who performed at or above the *Basic* level was 80 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Utah

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	52	135 ↓	27 ↑	62	11 ↓	#
Female	48	156 ↓	12	59 ↑	28 ↓	2 ↓
White	85	148 ↓	18 ↑	61 ↑	20 ↓	1 ↓
Black	1	—	—	—	—	—
Hispanic	8	126 ↓	38 ↑	56	6 ↓	#
Asian/Pacific Islander	3	143 ↓	19 ↑	66 ↑	14 ↓	1
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	32	136 ↓	29 ↑	57	13	#
Not eligible	63	150 ↓	15 ↑	62 ↑	22 ↓	1 ↓
Information not available	5	142 ↓	20	66 ↑	14 ↓	#

Average Score Gaps Between Selected Groups

- Female students in Utah had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Utah.
- White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (15 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Utah	*121* ↓	*146* ↓	*170* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Utah scored below *170*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Utah. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Vermont
Grade 4
Public School

Snapshot Report

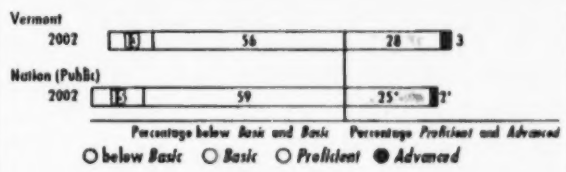
NCES 2003-532VT4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Vermont

- The average scale score for fourth-grade students in Vermont was 158.
- Vermont's average score (158) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Vermont were higher than those in 27 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 32 percent. The percentage of students who performed at or above the *Basic* level was 87 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Vermont

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	147	18	61	19	2
Female	50	169 ↑	7	50 ↓	37 ↑	5 ↑
White	96	158	13 ↑	55	28	3
Black	1	—	—	—	—	—
Hispanic	1	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	27	143	22	62	15	1
Not eligible	69	163	9	54	33	4
Information not available	5	170	12	43	37	8

Average Score Gaps Between Selected Groups

- Female students in Vermont had an average score that was higher than that of male students (21 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Vermont.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in Vermont.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (21 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Vermont	*133* ↑	*158* ↑	*183* ↑
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Vermont scored below *183*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Vermont. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Virginia
Grade 4
Public School

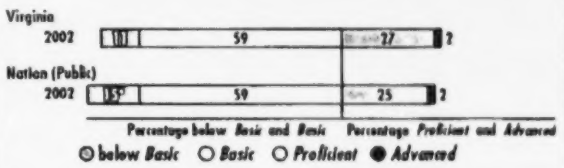
Snapshot Report

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Virginia

- The average scale score for fourth-grade students in Virginia was 157.
- Virginia's average score (157) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Virginia were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 29 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	50	149 ↑	16 ↓	62	21	1
Female	50	165 ↑	7 ↓	56	34	4
White	64	163 ↑	8 ↓	56	32	3
Black	25	140	20	68	12	#
Hispanic	5	145	19	62	17	1
Asian/Pacific Islander	4	168	5	53	40	2
American Indian/Alaska Native	1	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	33	140	21	68	12	#
Not eligible	65	165	7	55	34	3
Information not available	3	164	9	51	38	2

Average Score Gaps Between Selected Groups

- Female students in Virginia had an average score that was higher than that of male students (16 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (23 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (18 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (25 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Virginia	*133* ↑	*157* ↑	*181*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Virginia scored below *181*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Virginia. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Virgin Islands
Grade 4
Public School

Snapshot Report

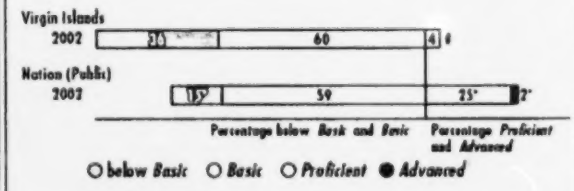
NCES 2003-532VI

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Virgin Islands

- The average scale score for fourth-grade students in Virgin Islands was 125.
- Virgin Islands' average score (125) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in Virgin Islands were lower than those in 47 jurisdictions[2].
- The percentage of students who performed at or above the NAEP *Proficient* level was 4 percent. The percentage of students who performed at or above the *Basic* level was 64 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Virgin Islands

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	119 ↓	41 ↑	56	2 ↓	0
Female	51	130 ↓	31 ↑	63	7 ↓	#
White	1	—	—	—	—	—
Black	86	125 ↓	36 ↑	60	5 ↓	#
Hispanic	12	122 ↓	39 ↑	58	3 ↓	0
Asian/Pacific Islander	0	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	99	125 ↓	36 ↑	59	4 ↓	#
Not eligible	0	—	—	—	—	—
Information not available	1	—	—	—	—	—

Average Score Gaps Between Selected Groups

- Female students in Virgin Islands had an average score that was higher than that of male students (11 points). This performance gap was narrower than that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for White students compared to Black students in Virgin Islands.
- The sample size was not sufficient to permit a reliable estimate for White students compared to Hispanic students in Virgin Islands.
- The sample size was not sufficient to permit a reliable estimate for Students who were not eligible for free/reduced-price school lunch compared to students who were eligible in Virgin Islands.

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Virgin Islands	*106* ↓	*125* ↓	*144* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Virgin Islands scored below *144*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from Virgin Islands. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

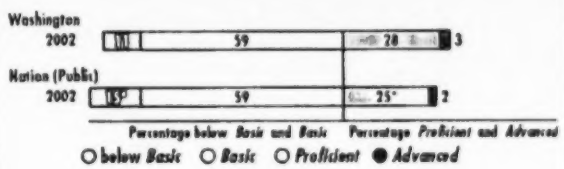
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Washington

- The average scale score for fourth-grade students in Washington was 158.
- Washington's average score (158) was higher[1] than that of the nation's public schools (153).
- Students' average scale scores in Washington were higher than those in 26 jurisdictions[2], not significantly different from those in 17 jurisdictions, and lower than those in 4 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 30 percent. The percentage of students who performed at or above the *Basic* level was 89 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Washington

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	54	151 ↑	14 ↓	63	21 ↑	1
Female	46	166 ↑	8	53	35	4
White	77	160	10	58	30	3
Black	7	145	20	61	18	1
Hispanic	6	138	24	63	12	#
Asian/Pacific Islander	7	164	5	63	28	4
American Indian/Alaska Native	3	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	32	143	19	65	15	1
Not eligible	59	165	7	56	34	3
Information not available	9	160	10	56	31	3

Average Score Gaps Between Selected Groups

- Female students in Washington had an average score that was higher than that of male students (15 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was higher than that of Black students (16 points). This performance gap was not significantly different from that of the Nation (20 points).
- White students had an average score that was higher than that of Hispanic students (22 points). This performance gap was not significantly different from that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (22 points). This performance gap was not significantly different from that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Washington	*134* ↑	*157* ↑	*181*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Washington scored below *181*.

Percentage rounds to zero. --- Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Washington. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).
[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).
NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.
Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State **Writing 2002**

West Virginia
Grade 4
Public School

Snapshot Report

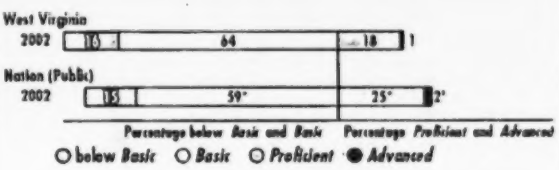
NCES 2003-531W

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for West Virginia

- The average scale score for fourth-grade students in West Virginia was 147.
- West Virginia's average score (147) was lower[1] than that of the nation's public schools (153).
- Students' average scale scores in West Virginia were higher than those in 9 jurisdictions[2], not significantly different from those in 16 jurisdictions, and lower than those in 22 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 19 percent. The percentage of students who performed at or above the *Basic* level was 84 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in West Virginia

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	49	137 ↓	24	65 ↑	10 ↓	#
Female	51	156 ↓	9	64 ↑	26 ↓	1 ↓
White	95	147 ↓	17 ↑	65 ↑	18 ↓	1 ↓
Black	4	146	17	66	17	1
Hispanic	#	—	—	—	—	—
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	#	—	—	—	—	—
Free/reduced-priced school lunch						
Eligible	52	140	21	67	12	#
Not eligible	45	155 ↓	11 ↑	61 ↑	26 ↓	2 ↓
Information not available	3	144	17	65	17	#

Average Score Gaps Between Selected Groups

- Female students in West Virginia had an average score that was higher than that of male students (20 points). This performance gap was not significantly different from that of the Nation (18 points).
- White students had an average score that was not found to be significantly different from that of Black students. White students had an average score that was higher than Black students in the Nation.
- The sample size was not sufficient to permit a reliable estimate for Hispanic students in West Virginia.
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (16 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
West Virginia	*125*	*147* ↓	*169* ↓
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in West Virginia scored below *169*.

Percentage rounds to zero. — Reporting standards not met; sample size insufficient to permit a reliable estimate.

* Significantly different from West Virginia. ↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.

[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

The Nation's Report Card

State Writing 2002

Wyoming
Grade 4
Public School

Snapshot Report

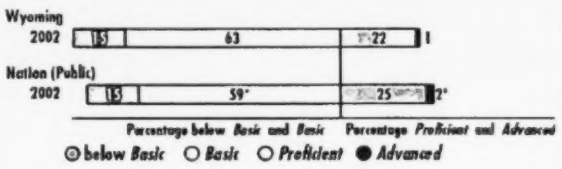
NCES 2003-532WY4

The writing assessment of the National Assessment of Educational Progress (NAEP) measures narrative, informative, and persuasive writing–three purposes identified in the NAEP framework. The NAEP writing scale ranges from 0 to 300.

Overall Writing Results for Wyoming

- The average scale score for fourth-grade students in Wyoming was 150.
- Wyoming's average score (150) was not found to be significantly different[1] from that of the nation's public schools (153).
- Students' average scale scores in Wyoming were higher than those in 13 jurisdictions[2], not significantly different from those in 14 jurisdictions, and lower than those in 20 jurisdictions.
- The percentage of students who performed at or above the NAEP *Proficient* level was 23 percent. The percentage of students who performed at or above the *Basic* level was 85 percent.

Student Percentage at Each Achievement Level



Performance of NAEP Reporting Groups in Wyoming

Reporting groups	Percentage of students	Average Score	Percentage of students at Below *Basic*	*Basic*	*Proficient*	*Advanced*
Male	51	142	20	66 ↑	14 ↓	#
Female	49	159	9	60 ↑	29	2 ↓
White	86	151 ↓	14 ↑	63 ↑	23 ↓	1 ↓
Black	1	—	—	—	—	—
Hispanic	8	144	17	67	16	#
Asian/Pacific Islander	1	—	—	—	—	—
American Indian/Alaska Native	4	142	23	58	17	1
Free/reduced-priced school lunch						
Eligible	41	144	20	63	17	1
Not eligible	56	155 ↓	11 ↑	63 ↑	25 ↓	1 ↓
Information not available	4	153	15	57	25	2

Average Score Gaps Between Selected Groups

- Female students in Wyoming had an average score that was higher than that of male students (17 points). This performance gap was not significantly different from that of the Nation (18 points).
- The sample size was not sufficient to permit a reliable estimate for Black students in Wyoming.
- White students had an average score that was higher than that of Hispanic students (7 points). This performance gap was narrower than that of the Nation (19 points).
- Students who were not eligible for free/reduced-price school lunch had an average score that was higher than that of students who were eligible (11 points). This performance gap was narrower than that of the Nation (22 points).

Writing Scale Scores at Selected Percentiles

Scale Score Distribution

	25th Percentile	50th Percentile	75th Percentile
Wyoming	*128*	*151*	*174*
Nation (Public)	*128*	*153*	*178*

An examination of scores at different percentiles on the 0-300 NAEP writing scale at each grade indicates how well students at lower, middle, and higher levels of the distribution performed. For example, the data above shows that 75 percent of students in public schools nationally scored below *178*, while 75 percent of students in Wyoming scored below *174*.

Percentage rounds to zero.
— Reporting standards not met; sample size insufficient to permit a reliable estimate.
* Significantly different from Wyoming.
↑ Significantly higher than, ↓ lower than appropriate subgroup in the nation (public).

[1] Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance.
[2] "Jurisdictions" includes participating states and other jurisdictions (such as Guam or the District of Columbia).

NOTE: Detail may not sum to totals because of rounding. Score gaps are calculated based on differences between unrounded average scale scores.

Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Writing Assessment.

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